



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)
ID: 11291337
District: Perry School Department
School: Perry Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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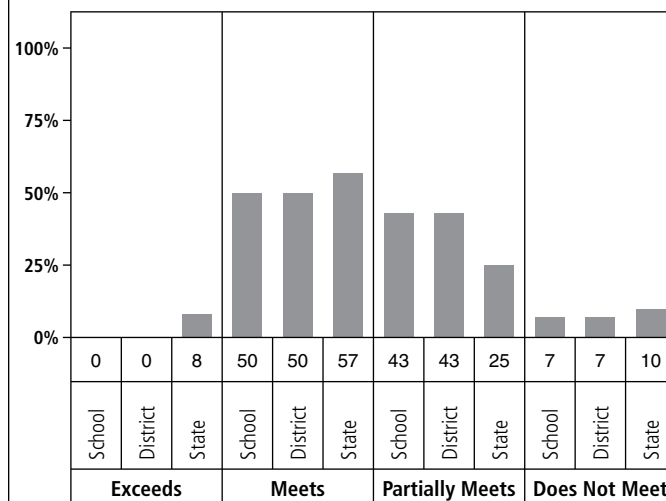
SUMMARY OF SCORES

Date: March 2007
Grade: 6
District: Perry School Department
School: Perry Elementary School

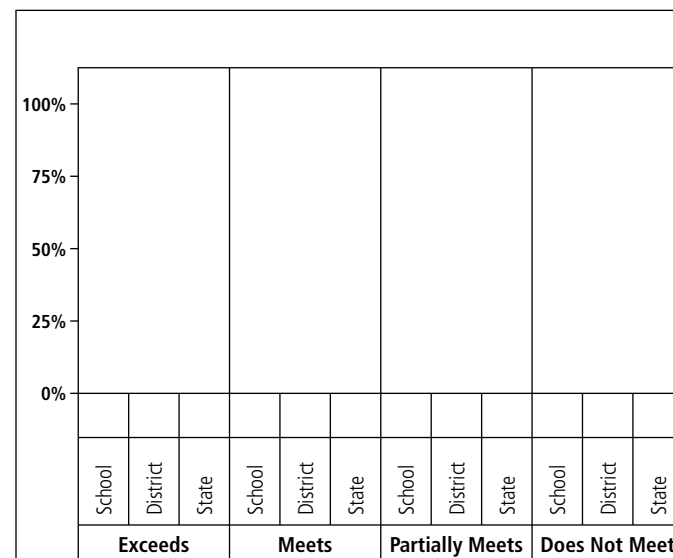
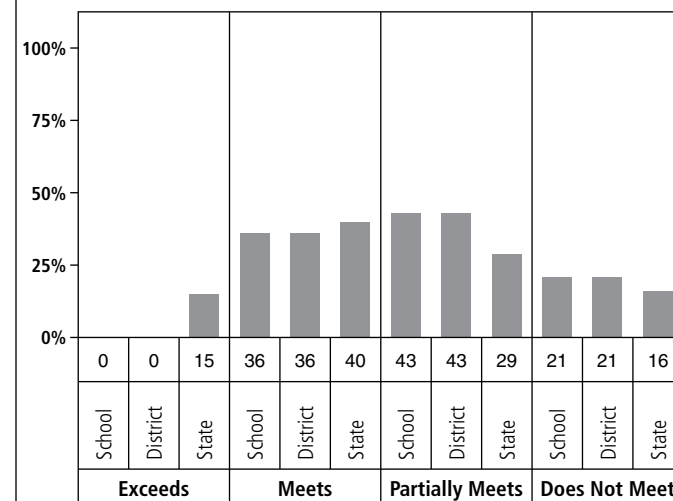
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	637 641 639	637 641 639	644 646 645
Mathematics 2005–2006 2006–2007 Cum. Avg. *	638 638 638	639 638 639	641 643 642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 6
 District: Perry School Department
 School: Perry Elementary School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		14	100	14	100	14621	100	14	100	14	100	14494	99	14	100	14	100	14498	99												
Ethnicity	African American	0	0	0	0	358	2	0	0	0	0	351	98	0	0	0	0	355	99												
	American Indian/Native Alaskan	6	43	6	43	106	1	6	100	6	100	105	99	6	100	6	100	106	100												
	Asian/Pacific Islander	0	0	0	0	214	1	0	0	0	0	212	99	0	0	0	0	213	100												
	Hispanic	0	0	0	0	164	1	0	0	0	0	160	99	0	0	0	0	159	98												
	White	8	57	8	57	13776	94	8	100	8	100	13665	99	8	100	8	100	13664	99												
	Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33												
Identified disability		0	0	0	0	2570	18	0	0	0	0	2519	99	0	0	0	0	2521	99												
Current LEP		0	0	0	0	292	2	0	0	0	0	284	97	0	0	0	0	290	99												
Economically disadvantaged		8	57	8	57	5456	37	8	100	8	100	5389	99	8	100	8	100	5391	99												
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	14	100	14	100	11904	81	14	100	14	100	11926	82												
Identified disability (PET/IEP)	0	0	0	0	471	4	0	0	0	0	491	4												
LEP	0	0	0	0	159	1	0	0	0	0	165	1												
504 plan	0	0	0	0	162	1	0	0	0	0	164	1												
Participation with accommodations	0	0	0	0	2382	16	0	0	0	0	2380	16												
Identified disability (PET/IEP)	0	0	0	0	1855	78	0	0	0	0	1843	77												
LEP	0	0	0	0	110	5	0	0	0	0	120	5												
504 plan	0	0	0	0	58	2	0	0	0	0	56	2												
Other	0	0	0	0	389	16	0	0	0	0	390	16												
Participation through alternate assessment (PAAP)	0	0	0	0	198	1	0	0	0	0	192	1												
Identified disability (PET/IEP)	0	0	0	0	193	97	0	0	0	0	187	97												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	22	0	0	0	0	0	22	0												
Non-participation – other	0	0	0	0	105	1	0	0	0	0	101	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 6
District: Perry School Department
School: Perry Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006 2006-2007 Cum. Avg.	0	0	0	0	1176	8
		0	0	0	0	1132	8
		0	0	0	0	1154	8
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006 2006-2007 Cum. Avg.	6	35	5	33	7612	51
		7	50	7	50	8127	57
		7	44	6	40	7870	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006 2006-2007 Cum. Avg.	8	47	7	47	4080	27
		6	43	6	43	3549	25
		7	44	7	47	3815	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006 2006-2007 Cum. Avg.	3	18	3	20	2005	13
		1	7	1	7	1478	10
		2	13	2	13	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	30.2	53.9	30.2	53.9	33.8	60.4
Literary Text	28	50	15.1	53.9	15.1	53.9	16.0	57.1
Informational Text	28	50	15.1	53.9	15.1	53.9	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Perry School Department
 School: Perry Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	0	0	7	50	6	43	1	7	641	14	0	50	43	7	641	14286	8	57	25	10	646
Ethnicity																						
African American	0										0						339	2	46	25	26	639
American Indian/Native Alaskan	6	0	0	4	67	1	17	1	17	643	6	0	67	17	17	643	104	4	42	30	24	640
Asian/Pacific Islander	0										0						208	9	54	26	11	647
Hispanic	0										0						159	6	50	26	18	643
White	8	0	0	3	38	5	63	0	0	639	8	0	38	63	0	639	13475	8	57	25	10	646
Not Reported	0										0						1					
Identified disability																						
Yes	0										0						2326	1	25	39	35	635
No	14	0	0	7	50	6	43	1	7	641	14	0	50	43	7	641	11960	9	63	22	6	648
Limited English proficient students																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	0										0						268	1	32	33	34	635
Economically disadvantaged																						
Yes	8	0	0	3	38	4	50	1	13	638	8	0	38	50	13	638	5269	3	46	33	17	641
No	6	0	0	4	67	2	33	0	0	645	6	0	67	33	0	645	9017	11	63	20	6	649
Migrant																						
Yes	0										0						8	0	63	13	25	641
No	14	0	0	7	50	6	43	1	7	641	14	0	50	43	7	641	14278	8	57	25	10	646
Gender																						
Female	10	0	0	4	40	5	50	1	10	640	10	0	40	50	10	640	6997	11	60	21	8	648
Male	4										4						7288	5	54	28	12	644
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	4										4						1187	3	35	42	20	639
No	10	0	0	5	50	4	40	1	10	641	10	0	50	40	10	641	13099	8	59	23	9	647
Gifted/talented program																						
Yes	1										1						489	35	61	4	0	659
No	13	0	0	6	46	6	46	1	8	640	13	0	46	46	8	640	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 6
 District: Perry School Department
 School: Perry Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	100	0	0	0	0	658	7	0	100	0	0	658	5	4	40	30	26	639
B. less than one hour	50	0	0	3	43	4	57	0	0	641	50	0	43	57	0	641	60	8	58	24	10	646
C. one to two hours	36	0	0	2	40	2	40	1	20	637	36	0	40	40	20	637	32	9	59	25	7	647
D. more than two hours	7	0	0	1	100	0	0	0	0	644	7	0	100	0	0	644	3	6	47	28	19	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	21	0	0	3	100	0	0	0	0	651	21	0	100	0	0	651	39	11	62	21	6	648
B. They match some of what I have learned.	57	0	0	3	38	5	63	0	0	640	57	0	38	63	0	640	49	7	57	27	9	646
C. They match just a little of what I have learned.	14	0	0	0	0	1	50	1	50	626	14	0	0	50	50	626	9	5	42	31	21	641
D. There is no match.	7	0	0	1	100	0	0	0	0	652	7	0	100	0	0	652	3	2	29	30	39	634
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	29	0	0	2	50	1	25	1	25	640	29	0	50	25	25	640	27	16	63	14	7	651
B. good	50	0	0	4	57	3	43	0	0	643	50	0	57	43	0	643	55	6	60	26	9	646
C. fair	14	0	0	0	0	2	100	0	0	634	14	0	0	100	0	634	16	1	43	37	18	640
D. poor	7	0	0	1	100	0	0	0	0	644	7	0	100	0	0	644	2	1	24	46	30	635
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	7	0	0	0	0	0	0	1	100	620	7	0	0	0	100	620	14	6	48	26	20	642
B. about the same as my regular schoolwork	43	0	0	3	50	3	50	0	0	640	43	0	50	50	0	640	65	8	59	25	8	647
C. easier than my regular schoolwork	50	0	0	4	57	3	43	0	0	645	50	0	57	43	0	645	21	9	58	24	9	646
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	0	0	2	100	0	0	632	14	0	0	100	0	632	7	2	30	36	33	636
B. Most of the passages were about the same as what I normally read.	29	0	0	2	50	1	25	1	25	637	29	0	50	25	25	637	49	5	55	29	10	645
C. Most of the passages were easier than what I normally read.	57	0	0	5	63	3	38	0	0	645	57	0	63	38	0	645	44	12	64	18	6	649
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	21	0	0	2	67	1	33	0	0	643	21	0	67	33	0	643	46	7	56	26	11	645
B. I tried about the same as I do on my regular schoolwork.	57	0	0	4	50	4	50	0	0	643	57	0	50	50	0	643	50	9	60	24	8	647
C. I did not try as hard on this test as I do on my regular schoolwork.	21	0	0	1	33	1	33	1	33	633	21	0	33	33	33	633	3	3	39	33	26	639
How much time do you spend reading at home each day?																						
A. more than one hour	50	0	0	5	71	1	14	1	14	644	50	0	71	14	14	644	18	12	61	19	8	649
B. 20 minutes to an hour	21	0	0	0	0	3	100	0	0	633	21	0	0	100	0	633	51	9	60	23	7	647
C. less than 20 minutes	0										0						13	5	53	28	14	644
D. I rarely read at home.	29	0	0	2	50	2	50	0	0	641	29	0	50	50	0	641	18	2	47	34	17	641
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 6
District: Perry School Department
School: Perry Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	12	2	13	1463	10
	2006-2007	0	0	0	0	2092	15
	Cum. Avg.	1	6	1	7	1778	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	6	35	5	33	5914	40
	2006-2007	5	36	5	36	5731	40
	Cum. Avg.	6	35	5	33	5823	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	3	18	3	20	4494	30
	2006-2007	6	43	6	43	4175	29
	Cum. Avg.	5	29	5	33	4335	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	6	35	5	33	3014	20
	2006-2007	3	21	3	21	2308	16
	Cum. Avg.	5	29	4	27	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	7.4	41.1	7.4	41.1	8.3	46.1
Cluster 2: Shape and Size	14	25	5.4	38.6	5.4	38.6	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	4.4	55.0	4.4	55.0	5.6	70.0
Cluster 4: Patterns	16	29	10.5	65.6	10.5	65.6	10.8	67.5

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Perry School Department
 School: Perry Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14	0	0	5	36	6	43	3	21	638	14	0	36	43	21	638	14306	15	40	29	16	643
Ethnicity																						
African American	0										0						350	4	29	32	35	633
American Indian/Native Alaskan	6	0	0	3	50	2	33	1	17	642	6	0	50	33	17	642	105	7	22	37	34	634
Asian/Pacific Islander	0										0						211	24	37	27	12	648
Hispanic	0										0						158	11	36	30	23	640
White	8	0	0	2	25	4	50	2	25	635	8	0	25	50	25	635	13481	15	41	29	15	644
Not Reported	0										0						1					
Identified disability																						
Yes	0										0						2334	3	18	32	47	628
No	14	0	0	5	36	6	43	3	21	638	14	0	36	43	21	638	11972	17	44	29	10	646
Limited English proficient students																						
Current LEP in first year	0										0						10	0	20	20	60	627
Current LEP beyond first year	0										0						275	5	24	29	41	631
Economically disadvantaged																						
Yes	8	0	0	3	38	3	38	2	25	638	8	0	38	38	25	638	5282	7	32	36	26	637
No	6	0	0	2	33	3	50	1	17	639	6	0	33	50	17	639	9024	19	45	25	10	647
Migrant																						
Yes	0										0						8	13	50	13	25	639
No	14	0	0	5	36	6	43	3	21	638	14	0	36	43	21	638	14298	15	40	29	16	643
Gender																						
Female	10	0	0	4	40	4	40	2	20	639	10	0	40	40	20	639	7004	14	41	30	15	644
Male	4										4						7301	15	39	29	17	643
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	4										4						1196	3	24	43	30	634
No	10	0	0	4	40	4	40	2	20	640	10	0	40	40	20	640	13110	16	42	28	15	644
Gifted/talented program																						
Yes	1										1						489	59	37	4	1	664
No	13	0	0	4	31	6	46	3	23	637	13	0	31	46	23	637	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: Perry School Department
School: Perry Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	100	0	0	0	0	652	7	0	100	0	0	652	5	11	29	25	35	635
B. less than one hour	50	0	0	4	57	3	43	0	0	643	50	0	57	43	0	643	60	15	41	29	15	644
C. one to two hours	36	0	0	0	0	2	40	3	60	630	36	0	0	40	60	630	32	15	41	30	13	644
D. more than two hours	7	0	0	0	0	1	100	0	0	632	7	0	0	100	0	632	3	12	34	31	23	639
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	14	0	0	1	50	1	50	0	0	642	14	0	50	50	0	642	47	19	44	26	11	647
B. They match some of what I have learned.	43	0	0	3	50	1	17	2	33	641	43	0	50	17	33	641	42	12	39	32	17	642
C. They match just a little of what I have learned.	36	0	0	1	20	4	80	0	0	637	36	0	20	80	0	637	9	7	27	36	30	635
D. There is no match.	7	0	0	0	0	0	0	1	100	620	7	0	0	0	100	620	2	5	14	24	57	625
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	0	0	1	25	2	50	1	25	636	31	0	25	50	25	636	28	31	45	16	8	652
B. good	31	0	0	2	50	1	25	1	25	643	31	0	50	25	25	643	50	11	44	31	14	643
C. fair	15	0	0	1	50	0	0	1	50	635	15	0	50	0	50	635	19	3	28	43	27	635
D. poor	23	0	0	1	33	2	67	0	0	639	23	0	33	67	0	639	3	2	16	41	41	629
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	50	0	0	2	29	4	57	1	14	638	50	0	29	57	14	638	23	7	35	34	25	638
B. about the same as my regular schoolwork	43	0	0	2	33	2	33	2	33	636	43	0	33	33	33	636	62	14	43	30	14	644
C. easier than my regular schoolwork	7	0	0	1	100	0	0	0	0	652	7	0	100	0	0	652	15	30	40	21	10	651
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	23	0	0	1	33	2	67	0	0	640	23	0	33	67	0	640	47	13	40	31	17	643
B. I tried about the same as I do on my regular schoolwork.	62	0	0	3	38	4	50	1	13	641	62	0	38	50	13	641	49	17	41	28	14	645
C. I did not try as hard on this test as I do on my regular schoolwork.	15	0	0	1	50	0	0	1	50	635	15	0	50	0	50	635	3	13	30	27	30	638
How often do you use hands-on materials in mathematics class?																						
A. almost every day	0										0						16	11	34	34	22	640
B. two or three days a week	7	0	0	0	0	1	100	0	0	632	7	0	0	100	0	632	35	14	41	29	15	644
C. two or three times each month	29	0	0	1	25	1	25	2	50	637	29	0	25	25	50	637	38	16	43	28	13	645
D. never	64	0	0	4	44	4	44	1	11	640	64	0	44	44	11	640	12	15	36	29	20	642
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	0										0						11	15	36	30	19	642
B. Calculators are used once or twice a week.	0										0						40	15	42	28	15	644
C. Calculators are used once or twice a month.	7	0	0	0	0	1	100	0	0	640	7	0	0	100	0	640	25	15	40	30	14	644
D. Calculators are rarely or never used.	93	0	0	5	38	5	38	3	23	638	93	0	38	38	23	638	24	13	40	30	18	642
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										0						7	10	30	28	32	636
B. 30–45 minutes	57	0	0	3	38	3	38	2	25	640	57	0	38	38	25	640	37	12	39	32	17	642
C. 45–60 minutes	29	0	0	2	50	1	25	1	25	638	29	0	50	25	25	638	42	17	43	27	12	646
D. more than 60 minutes	14	0	0	0	0	2	100	0	0	631	14	0	0	100	0	631	14	17	40	28	14	645
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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